THE CANADIAN SPELLER

BOOK ONE

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THE CANADIAN SPELLER

BOOK ONE

GRADES II TO IV

BY

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AUTHORIZED BY THE PROTESTANT
COMMITTEE OF THE COUNCIL OF EDUCATION
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PREFACE

The Canadian Speller is a Canadian text in spelling compiled from the results of experimental investigations conducted throughout the Dominion. A Speller should be based on three fundamental considerations: (1) How is its vocabulary determined? (2) What factors determine the grade placement of the words? (3) Is the method psychologically sound? The author was convinced that the first two of these questions needed answering under Canadian conditions The investigations conducted by him in this connection during the past nine years have extended into every province of the Dominion. A report of these investigations is briefly outlined in the first chapter of the *Teacher's Manual* which accompanies this text.

The author has kept in mind that these are pupils' books, and has, therefore, included in the text only such additional matter as may make its construction and use clearly understood. The aim is to develop in the pupils an independence in the mastery of their spelling problems. By following the clear and explicit instructions given to the pupils in the text, this aim should be accomplished. All the instructions and suggestions given there are progressive in character, designed to match the pupil's increasing ability in spelling.

Word lists are a concise method of presenting the spelling curriculum of a grade. They also make possible the use of the pre-test method, which is today the most widely accepted procedure of teaching spelling. Knowing, however, that contextual spelling is a more exacting test than the spelling of word lists, the author has made provision for the words which give the most persistent difficulty in spelling appearing in their final review in contextual material. There are

also spelling exercises and study helps of various types, which are designed for the specific purpose of assisting the pupil to attain the objectives set in the work for his particular grade.

The author acknowledges his indebtedness to the many superintendents and inspectors of schools, and to the many classroom teachers from the Atlantic to the Pacific who have so generously co-operated in the investigations which form the foundation of this Speller. He is also under deep obligation to his many students, without whose very kind assistance the task could never have been completed.

F.M.Q.

GENERAL DIRECTIONS TO TEACHERS

For a detailed description of the methods of teaching spelling recommended for use with *The Canadian Speller*, the teacher is referred to the *Teacher's Manual* accompanying this text. In it numerous suggestions of distinct help to the teacher are found. Below are given only such directions as will make clear the general plan followed in the Speller.

The teacher's aim.—The teacher should aim to develop two abilities in the pupil. The first is that of spelling the words assigned to the grade. The other is that of recognizing a new word anywhere, as one would recognize a new flower or a new bird, and of being sufficiently interested in it to learn its spelling, if such is not already known. This ability to recognize strange words, and so attack the learning of them oneself, is more important than the former ability, because it continues after school days are ended. The pupil may meet these words in the literary selection, in the geography text, or in his reading at home.

The presentation of the words.—At the present time there are two distinctly different methods of teaching spelling, namely, the *study-test* method and the *test-study-test* method. In *The Canadian Speller* the *study-test* method is recommended for use in Grade Two. Above Grade Two the *test-study-test* method is recommended. The advantages of each method are explained in the *Teacher's Manual.* Detailed instructions applying the method selected to the teaching of the week's assignment are found in the pages introductory to the work of each grade.

The system of reviews.—The system of reviews forms such a vital part of the complete plan of teaching in *The Canadian Speller* that it is extremely urgent that both the teacher and the pupils should understand it thoroughly and

follow it carefully. It is unnecessary to tell the alert teacher that teaching which lacks systematic reviews is distinctly wasteful of time.

The plan of procedure in carrying the review work along with the new assignments is very simple, if the two series—the new lesson and the review—are considered separately. In connection with the new assignments there can be no mistake, because the weeks when the new assignments are to be studied are indicated clearly in the text by the words, *First Week, Second Week*, etc. Preceding the new work in each grade above Grade Two there are three contextual reviews. Review 1 is always taken with the new work of the First Week; Review 2 with that of the Second Week; Review 3 with that of the Third Week; the work of the First Week with that of the Fourth Week; and so on. Without exception, throughout the grade, every assignment in the review series is taken as it is met. When this system is followed out, it will be seen that before the Mid-term Review is met *in the review series*, the review will be three weeks before the new work. After the Mid-term Review is met in the review series, the review will precede the new work by four weeks. Attention, however, should be called to the absence of contextual reviews at the beginning of Grade Two. This is due to the fact that there has been no formal spelling in Grade One. Hence, the first of the review series in Grade Two will commence with the work of the Fourth Week, when the work of the First Week will be taken as a review. The review series will then be followed in regular order.

Supplementary words.—The purpose of supplementary words in spelling is to make provision for differences in the spelling abilities of the individual members of a class. In *The Canadian Speller* provision is made for three levels of spelling ability. All the pupils of a class will probably be able to master the whole of the regular weekly spelling assignments. Some, who possess spelling ability somewhat above the average, should be held responsible for the supplementary words

given in the weekly assignments. To a few, for whom these supplementary words are still found to be insufficient, the teacher should assign each week a few words from the Supplementary List of words for the grade provided at the end of this book. Be very careful not to underrate or to overrate the spelling abilities of your pupils. Perfect records both on the new assignments and on the review words should be the goal each Friday.

The order of the words in dictation.—Under no circumstances should the pupils in the class become accustomed to having the words of either the new or the review list dictated in a certain order. The teacher should take care to change the order from week to week. The reason for this is obvious.

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GRADE TWO

TO THE TEACHER

While the pupils were in Grade One, they learned to write a number of words. These were learned in the reading and other exercises of the classroom. In beginning formal spelling in Grade Two, pupils sometimes have difficulties through a lack of understanding of the function of words as symbols. Special care should be taken during the first two weeks in this connection. Throughout the year's work proper motivation should be provided, and the pupils should be encouraged to use words in letters and other forms of writing. One of the main goals to be achieved by the Grade Two pupil is to have formed the best habits of learning to spell words. Throughout the year the pupils' methods of study should be constantly checked. Many of the exercises provided in the work of this grade are specially designed to help the pupil to develop these correct habits of study. These exercises should be carefully supervised each week. The thorough system of reviews recommended in this book should also be strictly followed.

THE WORK FOR THE WEEK

Monday.—Have the pupils read the words for the week from this book. Have each word pronounced very plainly. The pupils should next read them from a list on the blackboard which you have previously written. Then have them copy all the words from this blackboard list, some writing on the blackboard, while others write on their papers. Correct all the mistakes in writing and spelling. All writing difficulties should receive your helpful attention.

Tuesday.—The pupils will take the first *three* words of the new list and the first *two* of the review list for special study. Read over with the pupils the directions for individual study given on page 3, and help the pupils to apply these directions in learning the words or sentences for the day. Much care should be taken to see that the pupils make use of all the steps in the learning of every word and sentence.

Wednesday.—The next *three* words in the new list and the next *two* in the review list will be studied. Be sure that the pupils study the sentences for dictation in the week's assignment. Show the pupils how to study a sentence so that they will learn to write it correctly when it is dictated. The pupils should do all the exercises, and you should take these up with them. Play all the spelling games.

Thursday.—The pupils will study the last *two* words in the new list and the last *four* in the review list. It is well for the pupils to write the words which they studied on Tuesday and Wednesday. Assist the pupils in the work as on Tuesday.

Friday.—The pupils will write all the new and the review words for the week from your dictation. Mark the papers yourself. All misspelled words should be studied according to the directions for the study of the word, making a special attack upon the error made.

Beginning with list 11, pupils will take *four* words each day. Beginning with list 25, they will take *five* words on both Tuesday and Wednesday and *six* words on Thursday.

TO THE PUPIL

When you were in Grade One, you wanted to write letters to Mother, to Santa Claus, and to your friends. There were many words, however, which you could not spell. But now that you are in Grade Two, you will want to learn to spell these words. Many of them you will find in your work in spelling during this year. If, however, there are other words which

you wish to write in your letters, be sure to ask somebody to spell them for you. You should take very great care to spell every word correctly in letters as well as in all other writing.

In your work for the week throughout the year, you will find a number of exercises. Do these very carefully each week. The Study Helps should be very useful to you also.

During this year your teacher will ask you to study your words by yourself, making use of the method given below. There are six steps. Do each step carefully, and you will learn to spell more easily.

HOW TO STUDY A WORD BY YOURSELF

1. Look at the word. Say it plainly but softly to yourself. Think what the word means.
2. While looking at the word, say the word once and the letters three times softly, as, *sun, s u n, s u n, s u n.*
3. Close your eyes and say the letters softly.
4. Cover your book, and write the word on your paper.
5. Look at the book to see if it is written correctly.
6. If it is not correct, do the first five steps over again.

During the year you will also find that some of your words are in sentences. You should learn, therefore, how to study a sentence. There are five steps. Do each step carefully, and you will learn to write a sentence more easily.

HOW TO STUDY A SENTENCE BY YOURSELF

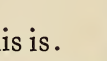
1. Read the sentence through carefully.
2. Note the hard words and study them.
3. Without looking at the sentence, say it to yourself.
4. Write the sentence.
5. Compare with the book to see if it is written correctly.

FIRST WEEK

ball	girl	stove	car
school	hat	boy	horse

Look at the words above.

Find a word which tells what this is.



Find a word which tells what this is.

Find words which tell what these are.

Your teacher will write all your words for this week one by one on the blackboard.

Watch her closely as she writes.

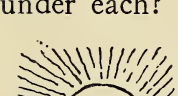
Now you write each word on your paper.

Look again at the blackboard to see if you have the word correct on your paper. Then study the word in the way that you are told to study a word on page 3.

Which is the longest of your words?

SECOND WEEK

Look at each picture. What is the word under each?



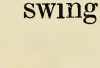
sun

swing

fish

cow

baby



apple

tree

dog

Find the same word in the list below.

Does it look just like the word under the picture?

sun	cow	swing	fish
apple	baby	tree	dog

Your teacher will write all your words on the blackboard again this week.

Your teacher will help you to learn how to study your words yourself.

STUDY HELPS.—Say *t r e e* when you spell *tree*. In many words, as in *tree*, two of the same letters come together. In your words for this week find one other word which has two of the same letters together.

THIRD WEEK

candy	father	is	feet
the	mother	you	wall

DICTATION.—

1. Mother has the candy.
2. I see a cow and a horse.
3. The dog is in the school.

STUDY HELPS.—Which words in your list for this week have four letters? Write the words which have six letters. Learn how to study a sentence. A sentence begins with a capital letter. It has a period at the end.

FOURTH WEEK

barn	us	are	see
and	at	to	am

DICTATION.—

1. Father and Mother are in the car.
2. They see us at the barn.
3. The candy is for us.

STUDY HELPS.—This week you will have for review the words of the first week. Learn to study a sentence in the way told you on page 3. In your new and review lists for this week find three words which have the letters *ar* in them. Find three words which have two of the same letters together.

FIFTH WEEK

has	we	an	were
on	they	of	he

DICTATION.—Write sentences using the following words. Use any other words which you need.

1. He ball has.
2. I see and boy girl.
3. They school in were.

SUPPLEMENTARY WORDS.*—Write and learn to spell your own name. Write and learn to spell your teacher's name.

STUDY HELPS.—What word of three letters do you see in the word *they?* Do you see one of your words for this week in the word *were?*

SIXTH WEEK

for	me	it	first
have	our	her	soon

DICTATION.—

1. The boy has our hats.
2. I am at school.

STUDY HELPS.—Be sure that you begin your dictation sentences with a capital letter and put a period at the end. Note the order of the letters in the word *first.*

**To the teacher.*—Supplementary words should not be assigned to those pupils whose time is fully occupied in learning the words of the regular lists.

SEVENTH WEEK

all	in	letter	dinner
no	put	not	dress

SUPPLEMENTARY WORDS.—This week you may want to learn to spell these two long words.

Thanksgiving turkey

Say each word plainly for your teacher, and learn to spell them.

STUDY HELPS.—Say the word *dinner* slowly in two parts, as *din ner*. Say the word *letter* slowly in two parts, as *let ter*.

EIGHTH WEEK

shall	like	them	dear
can	she	with	had

DICTATION.—

Dear Mother,

I like turkey for Thanksgiving dinner.

May.

SUPPLEMENTARY WORDS.—Write and learn to spell the first names of five of the pupils in your class.

STUDY HELPS.—Show your teacher how you learn to spell the word *shall*. The word *we* has a sound like the word *she*. Can you tell any other words which you have learned to spell which have a sound like *we* and *she*?

NINTH WEEK

cat	made	story	call
my	will	tell	could

DICTATION.—

1. I can tell you a story.
2. She will call her cat to dinner.
3. Father made my swing for me.

STUDY HELPS.—Your review words for this week are those of the Sixth Week. Which are the longest and which are the shortest words in your new and review lists?

TENTH WEEK

hen	this	new	bed
his	sent	dark	sleep

DICTATION.—

1. Mother sent me a new dress.
2. I like to go to sleep in the dark.
3. This is his hen.

SUPPLEMENTARY WORDS.— Learn to write your name and home address. Learn also to write the name of your school.

STUDY HELPS.—Write all the words in your new and review lists which have four letters and all which have five letters. What two letters are the same in *sleep?*

ELEVENTH WEEK

now	your	little	cap
top	him	water	ate
gold	open	come	lost

DICTATION.—Write sentences using the following words. Use any other words which you need.

1. Boy little cap lost his.
2. Your is water top in.
3. We dinner now have shall our.

STUDY HELPS.—Which of your new words for this week is the hardest for you to spell? Which part of the word is hardest? Note that *gold* is made up of the letter *g* and what word?

TWELFTH WEEK

as	go	book	bird
that	got	came	home
up	bread	house	good

SPELLING GAME.—To play this *Mixed Letter Game* you must have a box of small cards. Print or write a single letter of the alphabet on each card. Have more than one card of the same letter. Choose a partner. With your cards make a word which is in your new or old lists. Mix up the letters of this word. Then let your partner try to arrange the letters again so as to make this same word or a different one.

THIRTEENTH WEEK

look	happy	was	day
hill	what	every	sister
plant	much	fun	let

DICTATION.—

1. My sister is a happy little girl.
2. Every day she has fun with her ball and her top.

STUDY HELPS.—Be sure that you study your sentences in the way told you on page 3. Say the word *every* slowly and plainly to your teacher. Can you say in order all the letters of the alphabet? If you cannot, learn them this week.

FOURTEENTH WEEK

play	six	three	old
song	age	king	going
toy	name	send	cake

DICTATION.—

1. Three and three are six.
2. We like to play on the hill.
3. I am going to send a cake to my mother.

SUPPLEMENTARY WORDS.—Write at least six words which you use in playing your games. Learn to spell them for your test on Friday.

STUDY HELPS.—Write on the blackboard all the words in your new and review lists for this week which have in them three letters, five letters, or six letters.

FIFTEENTH WEEK

wish	two	rest	man
bring	about	child	free
run	over	beside	stand

DICTATION.—

1. The child will bring home the books.
2. We now wish him to stand beside the stove.

SUPPLEMENTARY WORDS.—

Christmas Santa Claus

Write a short letter to Santa Claus. Learn to spell all the words which you wish to use in your letter.

SIXTEENTH WEEK

along	may	some	never
back	pig	west	wind
cold	river	food	milk

DICTATION.—

1. The west wind was cold.
2. We got some milk.
3. Milk is a good food.

DICTIONARY EXERCISE.—Write in order all the letters of the alphabet.

STUDY HELPS.—Show your teacher how you learn to spell the word *along*. If you cover the *n* in *never*, what word is left? What are the last two letters in *back?* What sound have they?

Review 1

SPECIAL MID-TERM REVIEW

1. The water in the river is cold.

2. She ate some bread for dinner.

3. We could tell them a story.

4. The little girl is going to school now. Her sister is with her.

5. On the first of May I shall put on my new hat.

6. The baby will play with the ball and the toy car.

7. We have a cow, a horse, and a dog.

8. I put the plant in the house.

9. We shall stand beside the stove.

SEVENTEENTH WEEK

corn	think	just	fall
way	yes	time	set
once	fast	must	say

DICTATION.—Write sentences using the following words. Write one sentence for each word.

once say think fall time

SUPPLEMENTARY WORDS. — Your teacher will tell you what a surname is. Learn to write the surnames of five of the pupils of your class.

EIGHTEENTH WEEK

away	tent	hand	stop
how	dad	seen	bad
ear	sing	thing	told

SPELLING GAME.—The class is divided into two sections, and the pupils are paired off, number 1 of one side with number 1 of the other side, and so on. Your teacher draws on the blackboard two ladders with not more than twelve rungs in each. The first pair of pupils take their places at the blackboard. The teacher chooses a list of words for review, and dictates them to the two pupils. Each pupil writes a word on each rung of his own ladder. Misspelled words, and the rungs on which they are written, are erased. The pupil wins who has the greater number of rungs left in his ladder. The other pairs follow in turn, and the side having the greater number of winning pupils wins.

NINETEENTH WEEK

big	end	give	pick
land	gave	lot	cannot
live	drop	stay	sat

DICTATION.—

1. We cannot stay long.
2. They live beside the water.
3. I shall pick up the big end of the tree.

STUDY HELPS.—Be sure that you begin your dictation sentences with a capital letter, and put a period at the end. What letters are different in *give* and *gave;* in *lot* and *let;* in *and* and *end;* in *sat* and *set?*

TWENTIETH WEEK

get	or	deep	asleep
into	be	found	said
from	make	long	sit

DICTATION.—

1. The boy will bring the corn into the barn.
2. Mother said that the baby was asleep.

STUDY HELPS.—Your review for this week is Review 1, the Special Mid-term Review. What three letters are the same in *deep* and *asleep?* What two words make up the word *into?* In your lists of words for this week and the last three weeks find all the words that end with the letter *e.* Write these words, and learn to spell them.

TWENTY-FIRST WEEK

white	left	but	myself
men	under	fine	fat
then	if	ten	after

DICTATION.—Write sentences using the following words. Use any other words which you need.

1. Men stay will tree under.
2. Then you see white could horse.

STUDY HELPS.—What three letters are the same in *then*, *the*, and *them?* What two words do you see in the word *myself?* Note the order of the letters in *white*.

TWENTY-SECOND WEEK

cup	pin	green	low
other	arm	ring	last
do	each	five	hay

SPELLING GAME.—See who can make the most words, using the following letters.

e m h y a n t s

STUDY HELPS.—Can you write any other words that end in *ay*, like *hay?*

WORD BUILDING.—When you say *cup*, *arm*, and *ring*, you think of one cup, one arm, and one ring. When you say *cups*, *arms*, and *rings*, you think of more than one. What letter is added to make you think of more than one?

TWENTY-THIRD WEEK

playing	help	eye	take
ship	sport	bee	work
bell	red	sand	best

DICTATION.—

1. The little bee will work all day long.
2. We are playing on the ship.

WORD BUILDING.—What letter should we add to *ship* and *bell* to make them mean more than one ship and more than one bell? Make each of the words that follow mean more than one.

girl	hill	car
sister	top	pig
tent	day	letter

TWENTY-FOURTH WEEK

fly	step	one	sold
glad	life	blue	any
fell	ago	coat	very

DICTATION.—

1. I am very glad that the baby is asleep.
2. She said that she fell from the step.
3. He sold me a blue coat.

SUPPLEMENTARY WORDS.—Write the names of four animals that boys and girls have as pets. Ask your teacher for help with any names that you cannot spell. Write them on the blackboard.

TWENTY-FIFTH WEEK

snow	did	winter	when
band	night	eat	hit
ran	street	light	out
most	ice	well	pay

DICTATION.—When will the winter be over? It will be over when you see the snow and ice going out of the river.

STUDY HELPS.—The letters *gh* are silent in the words *night* and *light*. Letters are silent when they have no sound. What are the first two letters in the word *when?*

TWENTY-SIXTH WEEK

spring	nice	year	so
net	summer	side	four
saw	hot	black	sad
next	bank	door	near

SUPPLEMENTARY WORDS.—You have seen on signs along the street or road pictures of things which you like to eat. Write the names of five of these things and learn to spell them. If you are not sure how to spell them, ask your teacher to help you.

STUDY HELPS.—What letters are in the word *saw?* Try to make another word with the same three letters. Do the same with the word *net.*

TWENTY-SEVENTH WEEK

thank	ever	head	spot
poor	here	window	till
down	drive	far	strong
ask	felt	looking	gate

DICTATION.—Write sentences using the following words. Write one sentence for each word.

thank drive far strong

STUDY HELPS.—Write as many words as you can which end in *ill*, *ell*, and *all*. Learn to spell them.

TWENTY-EIGHTH WEEK

hold	hard	town	pen
ill	yet	yard	find
wife	farm	doing	cut
went	room	brother	than

WORD BUILDING.—Spell the following words so that each word will mean more than one.

farm brother pen

What letter do you add?

STUDY HELPS.—Show your teacher how you learn to write a sentence. Turn to page 3. Show your teacher, also, how you learn to spell the word *brother*. What five letters are the same in *mother* and *brother?* What word do these five letters make?

TWENTY-NINTH WEEK

today	grass	keep	ride
nut	face	only	love
part	wet	kind	lay
line	took	inside	rain

DICTATION.—

1. It is wet today. So keep only the west window open.
2. The rain will soon make the grass green.

SUPPLEMENTARY WORDS.—Write the names of five different parts of your face. Your teacher will help you to spell any word which you do not know.

STUDY HELPS.—Notice the order of the letters in *only*.

THIRTIETH WEEK

swim	bear	who	round
rose	alone	place	morning
papa	bill	shot	hope
late	dry	win	still

DICTATION.—

1. Who came to school first this morning?
2. I saw a bear swim over to that place.

WORD BUILDING.—Ask your teacher to tell you what *plural* means. Write the plurals of the following words. Then pronounce the new words.

bear morning place door bank

THIRTY-FIRST WEEK

wood	trip	walk	sick
bit	show	born	feed
its	cry	looked	upon
same	few	push	teach

DICTATION.—Write sentences using the following words. Use any other words which you need.

1. Baby its hat left sand on.
2. Boy sick looked.

STUDY HELPS.—What letters are different in *hit* and *bit; ran* and *run; dry* and *cry; well* and *will; lay* and *hay; hot*, *hat*, and *hit?*

THIRTY-SECOND WEEK

city	by	joy	Mr.
rich	mud	Monday	Mrs.
more	around	lady	yours
table	cool	grand	many

STUDY HELPS.—What kind of letter is the first letter in *Monday?* What word do the last three letters spell? If you leave the *y* off yours, what word have you? *Mr.* is the short way of writing *Mister. Mrs.* is the short way of writing *Mistress.* Be sure that you write both *Mr.* and *Mrs.* (pronounced *Mis is*) with a capital letter and a period, as *Mr.* and *Mrs. Smith.*

THIRTY-THIRD WEEK

week	try	nothing	met
there	pie	Sunday	glass
want	game	within	road
oh	where	box	spell

STUDY HELPS.—Each of the words *nothing*, *Sunday*, and *within* is made up of two words. What are they in each case? What parts of the words *Sunday* and *Monday* are alike? What four letters are the same in *where*, *here*, and *there?*

THIRTY-FOURTH WEEK

why	full	while	right
would	date	leg	Miss
been	small	both	lip
kill	these	warm	forget

DICTATION.—

1. Mr. Smith is the brother of Miss Smith.
2. Why have you been away so long?

STUDY HELPS.—Say the word *forget* slowly and plainly in two parts, as *for get.* Write five words which begin with *wh*, like *while.*

DICTIONARY EXERCISE.—Write the letters *a b c d e f g h* in a column. After each letter write all the words in your new and review lists which begin with that letter, as

a - alone
b - been, both, bill

THIRTY-FIFTH WEEK

high	large	store	fill
melt	pass	supper	foot
fed	rope	those	should
gone	kiss	train	sorry

DICTATION.—

1. You should take the trip on the train.
2. We want to see your large store.

STUDY HELPS.—Show your teacher how you learn to spell the word *sorry*.

THIRTY-SIXTH WEEK

tooth	sell	done	need
mouse	too	money	tip
egg	again	teacher	shoot
sweet	blow	block	move

SPELLING GAME.—This is a review game. Your teacher will call each of you in turn. The first pupil will write on the blackboard a word which begins with *a*. The next will write a word which begins with *b*, the next with *c*, and so on. You may omit any letter for which no one can think of a word. If the pupil writing at the blackboard cannot spell the word, another pupil or your teacher may spell the word for him. If there is time, your teacher may give each of you more than one turn. See who can spell the greatest number of words correctly.

THIRTY-SEVENTH WEEK

Review 2

Dear May,

School will soon be over. Then I shall come to see you. I shall stay a few days. I have a new dress. It is blue and white. I shall take it with me. I want to bring some candy, too. Mother will show me how to make it.

With love,

Nell.

THIRTY-EIGHTH WEEK

Review 3

1. My teacher had supper with us last night.
2. The water is warm. I am going for a swim.
3. We looked for her in the summer time, but she did not come.
4. This is not a good place to see the game.
5. He should not shoot those birds. They have been with us all summer.
6. That is the same store that I saw last summer.

THIRTY-NINTH WEEK

Review 4

1. Why were they looking so sad? They were sorry that we had gone away.

2. She cannot go up very high in the swing. She has been very ill.

3. Both the rich and the poor were there. They were all very happy.

4. Papa has gone to work. Nell has gone to school. Tom cannot go today. He cut his hand last Monday.

FORTIETH WEEK*

Review 5

WORDS TO BE DISTINGUISHED

for **four**

1. We sent *for* you.

2. He had *four* dogs with him at the game.

be **bee**

3. My mother will *be* here soon.

4. The *bee* was in the school.

* If desired, Review 2 and Review 3 may be taken together in the thirty-seventh week, and Review 4 and Review 5 may be taken in the thirty-eighth week.

to **too** **two**

5. I went *to* town.
6. Dad went *too*.
7. We have *two* hands and *two* eyes.

wood **would**

8. The *wood* is in the box.
9. He *would* not go with us.

GRADE THREE

TO THE TEACHER

For a year now the pupils have been studying their words and sentences according to the method of study recommended. It is not well to assume, however, that all the pupils are making use of all the steps in the method. Take special care to see that the poor spellers are following the system in every detail. In Grade Two, by observation and generalization, the pupils learned to spell more words than were found in the spelling lists for the grade. In Grade Three this will be even more true. Such being the case, the adoption of a somewhat different procedure will enable you to save some of the pupils' time. The pupils will be tested on Monday on all the new words for the week and will thus find out at once the words that they are unable to spell and that hence will require their special study during the week.

At the beginning of the year read over with the pupils and discuss with them the directions given in the text for the conduct of the work in spelling for the week. Throughout the first half of the year the pupils should receive considerable help from you, as they did during Grade Two. Take care that the pupils follow the proper methods of studying the sentences based on the new and review lists. Supervise carefully all the weekly exercises assigned to the pupils throughout the work for the year. If the pupils do these with care, their growth in spelling ability will be increasingly marked, and they will become better prepared to use the dictionary to advantage in later grades. The supplementary assignments should be required only of those pupils for whom the regular assignments are found to be inadequate.

TO THE PUPIL

The method of carrying on the work in Grade Three will be somewhat different from that in Grade Two. As before, you will take a new list of words each week, but you will be given a test every Monday on your new list before you have studied it. In this way you will find out at the beginning of the week how many words of the new list you can already spell, and hence will not need to study so much. The words which you miss on this test will require your best work during the week. The plan of reviews is the same as in Grade Two, but you will take Review 1 along with your first new list. If you do all the exercises carefully in the work for each week, you will become a much better speller.

THE WORK FOR THE WEEK

Monday.—Read the words from the book. Be sure that you pronounce each word correctly and distinctly. Use each word in a sentence. If you do not know the meaning of a word, ask your teacher to use it in a sentence for you. Without previous study, write the words of the week from dictation. Do not write the words which you think that you cannot spell. Leave a blank space for these. Exchange spelling papers with another pupil. Under the direction of your teacher and with your book open, mark the errors in spelling. The words which you miss on this test will need your special study during the week.

Tuesday.—Read all the new words and all the review words for the week. Look at the letters very carefully. Study hard for a short time some of the words which you missed on Monday. Study also some of the words from the review list which you missed and which you kept in your record of errors. Occasionally your teacher will have a class drill on the proper method of studying a word.

Wednesday.—Read carefully again all the new and review words of the week, and study a few more of the words which

you missed. Be sure to study the dictation given in each week's assignment. Follow the method of study of a sentence found on page 3. Play all the spelling games. Do all the exercises also. Your teacher will take these up with you.

Thursday.—Work as you did on Tuesday. If you have special difficulties, your teacher will help you.

Friday.—Write all the new and review words from dictation. To you, whom your teacher has made responsible for learning them, should be dictated the supplementary words also. Your teacher will mark all the papers on this test. Keep a record of all the errors that you make in this test. These words you will need to study carefully when you have this list for review. Do your best to have all your words correct on Friday.

HOW TO STUDY A WORD BY YOURSELF

1. Look at the word. Say it plainly but softly to yourself. Think what the word means.
2. While looking at the word, say the word once and the letters three times softly.
3. Close your eyes and say the letters softly.
4. Cover your book and write the word on your paper.
5. Look at the book to see whether it is written correctly.
6. If it is not correct, do the first five steps over again.

When you have studied three words of your list in this way, look at these words again, cover your book, and write all three. For any word missed, repeat step six.

Review 1

1. Miss Hay is my teacher now.

2. Do we not need more light in this room?

3. The bear has been near the gate of our yard.

4. My sister has some hens. They lay eggs. My sister has sold all the eggs. She will sell yours, too, if you wish.

5. We shall have to pay more money for that box of candy.

6. They need those coats. It is cool today.

Review 2

John lives in the woods. His father cuts down trees and sells them.

John is a small boy, but he has a big dog.

One day John lost his way on the road in the woods. Soon it was dark, and the rain came. He was cold and began to cry. He was now late for supper.

Do you think that the dog was sorry for John? Yes, he was, and he took John home. John was glad that he had such a good dog.

Review 3

Monday.

Dear Father,

While Mother and Mrs. Smith are away for a walk down by the bank of the river, I shall write you a letter.

When will you be home? We miss you so much every day.

On Sunday my dog was sick. I am glad to say that he is well again.

I like playing with the toy train that you sent me. I wish that I could take it to school to show the boys. They would like it, too. I thank you so much for it.

Come home as soon as you can. We hope that you can come by next Sunday.

Your son,

Fred.

FIRST WEEK

below	seven	test	save
outside	sore	calling	body
pray	fishing	brave	turn

DICTATION.—

1. There are seven days in a week.
2. John has a brave dog.
3. There is good fishing in the river.

STUDY HELPS.—Show your teacher how you learn to spell the word *seven*. Be sure that you make use of every step of the method of learning to spell a word. What two words make up each of the words *below* and *outside?*

SECOND WEEK

soft	lake	aside	stamp
boat	park	God	clear
silver	watch	eve	flat

DICTATION.—

1. Men pray to God.
2. A boat was on the lake in the park.
3. Father gave me a silver watch.

SUPPLEMENTARY WORDS.—Write and learn to spell the given names of at least eight pupils in your class or school. You will have these on your test on Friday.

STUDY HELPS.—Notice that *God* is spelled with a capital letter.

THIRD WEEK

longer	yellow	moon	September
master	tall	singing	Sept.
ink	jump	drink	afternoon

DICTATION.—Write sentences using the following words. Write one sentence for each word.

yellow singing longer ink jump

STUDY HELPS.—Your review for this week is Review 3. Many hard words of Grade Two are in it.

FOURTH WEEK

short	meat	start	working
bone	care	died	nose
brown	belonging	deal	half

DICTATION.—

1. He had a very short test to-day.
2. Now he is working with more care.
3. Half of the time is gone.

SUPPLEMENTARY WORDS.—In your new list you have the word *meat.* Write the names of four kinds of meat that we may serve at the table.

STUDY HELPS.—What are the silent letters in *half* and in *bone*? What words in your new and review lists end in *ing*? To what words was the *ing* added? Add *ing* to the following words and pronounce these words.

pray test turn start

FIFTH WEEK

south	word	nine	list
bath	saved	fire	things
wishing	lock	used	print

DICTATION.—

1. They saved many things from the fire.
2. He used to lock the door every night.

WORD BUILDING.—Say the letters of the alphabet. The letters *a*, *e*, *i*, *o*, *u* are **vowels**; the other letters, except *y*, are **consonants**. *Y* is a consonant only when it is the first letter of a word. At all other times it is a vowel. In *my*, *y* is a vowel; in *yet*, it is a consonant. Learn the vowels.

SIXTH WEEK

alive	knee	standing	market
card	queen	October	air
silk	making	Oct.	sheep

SUPPLEMENTARY WORDS.—

sack yearly nail

STUDY HELPS.—Sometimes two vowels come together in a word. The same vowel may be repeated, or two different vowels may come together. In your new list find three words which have the same two vowels together. Find a short word in which two different vowels are together. Spell *October* with a capital letter. *Oct.* is the short way of writing *October*. It begins with a capital, and ends with a period.

SEVENTH WEEK

tie	heat	bright	clean
frost	wake	fellow	might
cross	add	cent	cloth

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group of words.

three cents might tie clean cloth
an October frost try to cross

STUDY HELPS.—Words are said to rhyme with one another when they end in the same sound. In your new list *bright* and *might* end in the same sound. Can you think of a word that rhymes with *tie*, and another that rhymes with *wake?*

EIGHTH WEEK

older	asking	became	east
stone	cast	draw	helping
son	bringing	cooking	smoke

SUPPLEMENTARY WORDS.—

clay holder rice

STUDY HELPS.—Write down all the words in your new list which end in *ing*. To what word in each case was the *ing* added?

REVIEW GAME.—Your teacher will select four lists for review. Study them. Then choose sides, and have a spelling match on these words.

NINTH WEEK

page	reading	willing	drove
smart	lived	sea	another
tea	shut	because	gather

DICTATION.—

1. Were you reading this page or another?
2. He drove a horse because he did not like a car.

STUDY HELPS.—Pairs of vowels are two different vowels coming together in a word, as in *tea*. Double letters are two of the same letter coming together, as in *willing* and in *sheep*. In your new and review lists find all the words which have pairs of vowels or double vowels.

TENTH WEEK

oil	November	flower	bears
thanking	Nov.	herself	began
yourself	trust	law	spent

DICTATION.—

1. Trust yourself, and work hard.
2. Her son gave the flower to his mother.

STUDY HELPS.—Say the word *began* slowly in two parts to yourself, as *be gan*. Each of the parts of a word is called a *syllable*. Every syllable has a vowel. What words in your list have two syllables? How many syllables are there in *November?*

ELEVENTH WEEK

mad	twenty	dust	children
thin	butter	hole	mark
snowing	wise	brush	bunch

DICTATION.—

1. Near the hole the ice is very thin.
2. There are twenty children in our school.
3. My mother makes butter every week.

SUPPLEMENTARY WORDS.—Write the names of the five tame animals and the five wild animals that you like best. Learn to spell these for your test on Friday.

TWELFTH WEEK

sang	dance	pillow	badly
belong	teeth	class	dandy
flag	darling	indeed	sometime

DICTATION.—

1. We have a bright red flag in the school.
2. My sister sang a song to the class.

SUPPLEMENTARY WORDS.—

bean	faster	lame

STUDY HELPS.—Which words in your new list have two syllables? What are the vowels in each syllable?

THIRTEENTH WEEK

write	peach	better	pound
mamma	planted	talk	mail
anything	pine	chair	cook
nor	rate	steam	bake

DICTATION.—Mamma is going to bake a peach pie. She will cut the pound of butter. My baby brother likes to stand on a chair near her. They talk to each other while she is working.

STUDY HELPS.—Look carefully at the following pairs of words. Tell what letters are different in each pair.

better	bake	letter	write	east
butter	lake	better	wrote	cast

FOURTEENTH WEEK

fence	hear	reach	weed
bud	sometimes	taking	bat
such	December	drinking	coming
fight	Dec.	post	railway

DICTATION.—

1. I hear the railway train coming.
2. We saw him move the fence post.

SUPPLEMENTARY WORDS.—Write, and learn how to spell, all the numbers from one to ten.

STUDY HELPS.—Find among your new words those which have three, four, five, six, or more letters in them, and write them in separate lists.

FIFTEENTH WEEK

Friday	being	holding	coal
picking	noon	eating	killed
string	flour	thought	become
read	fifteen	trick	sleeping

SUPPLEMENTARY WORDS.—Write the surnames of six people whom you would like to have spend Christmas with you.

STUDY HELPS.—In your new list find four words that have double letters. What are the last three letters in *Friday?*

SIXTEENTH WEEK

floor	art	buy	storm
wide	walking	garden	tank
hang	rode	given	handed
acorn	bush	marble	bark

DICTATION.—Write sentences using the following words. Write one sentence for each word.

handed floor storm buy walking

SPELLING GAME.—This game is played with pairs of vowels. One pupil goes to the blackboard and writes a word with a pair of vowels, like *hear.* Then you all write as many words as you can find in the lists that you have studied which have the same pair of vowels. That pupil wins who has the most words correctly spelled.

SEVENTEENTH WEEK

mother's	heard	living	meal
race	farming	neck	bet
across	ahead	harder	brand
grade	himself	party	sound

SUPPLEMENTARY WORDS.—

tenth	colder	goat	sharp

Review 4

SPECIAL MID-TERM REVIEW

1. I got a stamp for a cent on Friday afternoon.

2. We saw a girl with a pink flower in her hand walking across the street.

3. Are they holding the party on Monday? I thought that it was to be on Friday.

4. They are holding it on Monday afternoon.

5. I thought that I could trust him, and I handed him my watch.

6. We heard that Tom is at the top of the list.

EIGHTEENTH WEEK

mine	pink	wash	uncle
sink	wanted	oven	soap
January	hour	job	mouth
Jan.	wild	news	dead

DICTATION.—

1. She will wash her pink dress with soap and water.
2. The wild flowers are all dead now.

WORD BUILDING.— Write the plural forms of: trick oven uncle hour string mouth job

NINETEENTH WEEK

cost	paint	finger	state
report	mill	pack	shop
north	cover	washing	lap
spend	third	tiny	catch

DICTATION.—

1. There is a report that they are going to paint the mill and the shop.
2. The little baby has a tiny finger.

SUPPLEMENTARY WORDS.—

bow	Indian	bite	key

STUDY HELPS. — When you cover the last two letters in *catch*, what word have you? What words in your new list have two syllables? What are the vowels in each syllable?

TWENTIETH WEEK

boxes	inch	use	staying
basket	plan	longest	begin
farmer	star	pipe	fear
thinking	finding	mind	fair

SUPPLEMENTARY WORDS.—Write the names of five games which you play in the winter. Learn to spell them for your test on Friday.

STUDY HELPS.—Fill the blanks in *f- - r* in two ways. Show your teacher how you study the word *basket.*

TWENTY-FIRST WEEK

sir	rolling	birth	note
brick	stuck	birthday	people
hunt	eight	lunch	February
fur	having	early	Feb.

DICTATION.—Write sentences using the following groups of words, one sentence for each group.

my birthday yes, sir
eight people an early lunch

STUDY HELPS.—Your review for this week is Review 4—the Special Mid-term Review. From what word does *having* come? Note the order of the letters in *eight.* Say in order three times the letters of the second syllable of *February. Feb.* is the short way of writing *February.*

TWENTY-SECOND WEEK

always	leave	rail	safe
pan	neat	telling	price
meet	brought	worked	talking
seed	slow	danger	shout

DICTATION.—

1. I always brought home a flower to Mother.
2. The price of the seed is too high.

REVIEW EXERCISE.—Write all the words which you can find in the earlier lists of your grade which end in *ing*. Your teacher will test you on some of these words on Friday.

STUDY HELPS.—What word in your new list has a double consonant? What words have double vowels? What words have pairs of vowels?

TWENTY-THIRD WEEK

porch	tender	painted	corner
without	held	miss	track
yesterday	close	plate	forgot
rock	hunting	roof	count

DICTATION.—

1. The farmer was out hunting yesterday.
2. He forgot to close the door.

SUPPLEMENTARY WORDS.—

poorly	salt	feeding	cape

STUDY HELPS.—What two words make *without?*

TWENTY-FOURTH WEEK

apart	before	know	off
everything	country	hundred	forgive
great	able	behind	form
above	thick	rent	moved

Spelling game. — This is called the *A, B, C Game.* The pupils are called in turn. The first pupil writes on the blackboard the name of something that he can see that begins with *a;* the next, something that begins with *b*, the next with *c*, and so on. You may omit any letter for which no one can think of a word. If the pupil writing at the blackboard cannot spell the word, another pupil or your teacher may spell the word for him. Your teacher may give each of you more than one turn. That pupil wins who spells the greatest number of words correctly.

TWENTY-FIFTH WEEK

cash	nearly	stick	clock
true	starting	march	real
number	leaves	match	evening
goes	shoe	sail	seeing

Dictation.—Write sentences using the following words. Write one sentence for each word.

clock leaves shoe goes match

Review exercise. —Find in your earlier lists at least twelve words which end in *ck*, like *clock*. Which of your new words have five letters?

TWENTY-SIXTH WEEK

please	broke	somebody	paper
slip	own	afraid	hog
blank	pure	sixteen	however
pull	sugar	weak	their

DICTIONARY EXERCISE. — Write under one another the letters of the alphabet. With your spelling text closed, write opposite each letter at least five words which begin with that letter. Write only those words which you are sure that you can spell.

SUPPLEMENTARY WORDS.—

drew hogs throwing cane lift

TWENTY-SEVENTH WEEK

lesson	row	straw	added
fool	sum	colour	later
stood	sort	tire	babies
dig	plough	roll	lie

DICTATION.—

1. What is the colour of the straw?
2. He came in later, and stood up while the lesson was going on.
3. Will you dig or plough for these rows of seeds?

STUDY HELPS.—Which words in your new list have double vowels? Which have double consonants? Spell *lesson* in this way, *l e s s o n* .

TWENTY-EIGHTH WEEK

wool	knife	sailed	wheat
cattle	aunt	bag	shade
fifty	rub	pile	cord
also	loved	none	pretty

DICTATION.—The grass in the country is very pretty. I see fifty head of cattle, as they stand in the shade of the trees. They belong to my aunt. I see the green wheat, also, and the sheep.

WORD BUILDING.—Make new words from the following words by changing one letter in each.

rub cord pile shade know none

STUDY HELPS.—Note the silent *k* in *knife* and the double consonant in *pretty*.

TWENTY-NINTH WEEK

chicken	case	die	luck
less	easy	hall	paying
sunshine	washed	pulling	blood
saying	shake	sight	stage

SUPPLEMENTARY WORDS.—Write the names of at least five spring flowers.

STUDY HELPS.—Write down all the words in your new list which have silent letters. Underline them. In your new and review lists find all the words with two syllables. What are the vowels in each syllable?

THIRTIETH WEEK

pain	fix	called	desk
sending	often	stair	Tuesday
threw	jumped	April	change
does	basketball	sheet	snowed

DICTATION.—

1. She does not wish to fix the hour.
2. He often called for somebody to come to him.

SUPPLEMENTARY WORDS.—Write all the words that you can which begin with *wh* or *ch*, like *while* or *change*. Study these for the test on Friday.

STUDY HELPS.—Note carefully the order of the first four letters in *Tuesday*. Remember that the letter *t* in *often* is silent.

THIRTY-FIRST WEEK

which	rag	slide	saving
pair	church	ours	month
ground	kick	rip	kindly
matter	picture	fit	waggon

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group of words.

the month of April	which picture
is ours	saving each month

STUDY HELPS.—Notice the order of the letters in *picture*. Pronounce this word clearly.

THIRTY-SECOND WEEK

beat	throat	beginning	pencil
wear	something	almost	football
hair	past	asks	says
asked	picked	orange	seat

SUPPLEMENTARY WORDS.—

shell	kitten	drum	woods

DICTIONARY EXERCISE.—Write out in alphabetical order all the words of your new list and those of the previous lists. Pay attention to the alphabetical order of the first two letters only. This means that a word beginning with the letters *be* will come before a word beginning with *br*.

THIRTY-THIRD WEEK

dull	throw	tonight	mice
knew	tail	June	August
led	taken	July	Aug.
flying	carry	slipped	turning

SPELLING GAME.—Your teacher will select a few lists for review. Study them. Choose sides and have a spelling match on these words.

STUDY HELPS.—The words in your new list are the hardest that you have had this year. Note the spelling of *led*, *knew*, *carry*, and *slipped*. The word *led* is often misspelled. Note the double letters and the pairs of vowels in the words of your list.

THIRTY-FOURTH WEEK

Review 5

1. The horses were pulling as hard as they could.

2. Mother called to Mary to come into the shade.

3. He picked up a roll of bills in the street.

4. Do not shake the pole when Tom is up high on it.

5. We are having a tank made for the water. This will mean a saving of many steps for Mother.

6. Somebody will carry the bag of sugar for you. You are too weak to carry it.

THIRTY-FIFTH WEEK

Review 6

1. The baby fell from the stair to the floor.

2. What is the matter with your knife? Do you not think that it is dull?

3. He often used to call to see me.

4. Those people came at the beginning of the year.

5. They knew all about the matter.

6. Tom found a key and a pencil.

THIRTY-SIXTH WEEK

Review 7

Quebec, May 26, 1932.

Dear Uncle,

I am sorry that you were not here to see our baseball game on Tuesday. We thought that we could win, and we did. Jim led our boys. Once a ball went past Jim. I got it, and beat Dick to the base as he was about to slide. Hugh slipped when he was throwing the ball, and hit his arm. He says that there is pain in his arm yet.

The pictures which Mother took of us are very good. I am sending you one of them.

Fred.

THIRTY-SEVENTH WEEK

Review 8

WORDS TO BE DISTINGUISHED

1. The rose is a pretty *flower*.
2. We make *flour* into bread.
3. This *week* the sick boy is not so *weak* as last.
4. How many are *eight* and *eight?*
5. The boys *ate* chicken pie for dinner.
6. See them over *there* flying *their* kites.

GRADE FOUR

TO THE TEACHER

Not only are the pupils of Grade Four challenged by a more extensive vocabulary through a wider curriculum than they were in Grade Three, but also the words are longer—many of them containing two or more syllables. For this reason, in this and succeeding grades, special emphasis should be given to the syllabication of the words of more than one syllable in the spelling assignments. The pupils should pronounce such words distinctly in syllables, and think of the syllables when spelling them.

The pupils should be encouraged to do much writing in letters and essays, but the spelling in this work should be carefully supervised. All words misspelled in written work should be entered in the section of each pupil's Spelling Notebook called *My Personal Spelling List.* It is very important that the word-building, dictionary, and other exercises given in the weekly assignments should be carefully done by the pupils and supervised by the teacher.

From time to time throughout the work of the year supplementary spellings may be given. These should be regarded strictly as supplementary, and should be required only of those pupils who are able to learn them in addition to the regular assignments.

Encourage short and intensive, rather than long and half-hearted study efforts. A pupil's graph, or a class graph, or both, will be found helpful. Follow the review system exactly.

TO THE PUPIL

You are doubtless finding it more and more important to become a good speller, because you are needing more words

than before in your written exercises. Your words are also becoming longer. Be careful, then, to pronounce the words distinctly in syllables, and to think of the syllables when spelling them.

THE WORK FOR THE WEEK

Monday.—Read the words from the book. Pronounce them correctly and distinctly. If a word, like *doctor*, has more than one syllable, pronounce each syllable clearly, as *doc tor*. Use each word in a sentence. If you do not know the meaning of a word, ask your teacher to use it in a sentence for you. Without previous study, write the words of the list for the week from dictation. Do not write the words which you think you cannot spell. Leave a blank space for these. Exchange spelling papers with another pupil. Under the direction of your teacher, and with your book open, mark the errors in spelling. The words which you miss on this test will need your special study during the week.

Tuesday.—Read all the new words and all the review words for the week. Look at the letters very carefully. Study hard for a short time some of the words which you missed on Monday. Study also some of the words from the review list which you missed, and which you wrote in your Spelling Notebook. Occasionally your teacher will drill your whole class on the proper method of studying a word.

Wednesday.—Read carefully again all the new and review words of the week and study a few more of the words which you missed. Be sure to study the dictation given in each week's assignment. Follow the method of study of a sentence found on page 3. Do all the exercises also. Your teacher will take these up with you. Sometimes you may select a partner and have him dictate to you the words in your own *Personal Spelling List*. Any words which you misspell, study in the way outlined on the next page.

Thursday.—Work as you did on Tuesday. If you have special difficulties, your teacher will help you.

Friday.—Write all the new and review words from dictation. Your teacher will mark all the papers on this test. Keep a record in your Spelling Notebook of all the errors that you make. These words you will need to study carefully when you have this list for review. Try to have all your words correct on Friday.

Make certain that you follow each step in the method of learning to spell a word. You will become a better speller if you do so.

HOW TO STUDY A WORD BY YOURSELF

1. Look at the word. Say it plainly but softly to yourself. If it has more than one syllable, say each syllable distinctly. Think what the word means.
2. Look carefully at any syllable which you are not sure you can spell. Notice if there are any double letters or any silent letters in the word.
3. While looking at the word, say the word once and the letters softly three times.
4. Cover your book and write the word on your paper.
5. Look at the book to see whether it is written correctly.
6. If it is not correct, do the first five steps over again.

Take three words from your list at a time, and study each as above. Look at the three words again, cover your book, and write all three. For any word missed, repeat step 6.

Review 1

Last January some pupils in one of the schools heard about a number of children who were very poor. The children had only a little food to eat and thin rags to wear. So the class sent them a large basket full of many things. They gave flour, a large sack of rice, almost eight pounds of salt, tea, a bag of oranges, seven pounds of sugar, a pair of shoes, and also a few yards of cloth. The poor children were very thankful for all these things, and the pupils were glad that they could help as they did.

Review 2

1. The farmer says that the ground is too dry to plough.

2. Kindly ask him to fix the desk on the third of February.

3. He led his horses to the water near which the cattle were standing.

4. Mamma says that the leaves will change their colour early this year.

5. Did you see the baby pulling my hair?

6. They say that there is a rip in their own football.

Review 3

Adamsville, Quebec,
July 25, 1932.

Dear Father,

I am having a good time on the farm these days. Uncle has fifteen head of cattle. Tonight I rode a horse to get them. I slipped a little on his back, but he did not throw me. When Auntie asks me, I feed the chickens, too.

On the farm we begin work very early in the morning. Uncle calls me. Sometimes I roll over and go to sleep again. When I do that, Uncle lets the dog come up to my room. He jumps around and pulls at me till I get up.

Mary is having a birthday party on Wednesday. She will wear her pretty new red dress. I know that mother would like it. I am giving Mary a pen and a pencil for her birthday.

They all want me to stay till Tuesday. Do you mind if I stay? I do not find it dull here at all. We will go to town in the waggon. It has a seat in it.

Your loving son,
Ralph.

FIRST WEEK

lump	dozen	earth	anybody
blind	broken	ticket	reader
gun	giving	funny	board
station	dressing	mile	lend
together	spoke	plenty	hanging

DICTATION.—

1. He ran nearly a mile to the station.
2. Now he has time to buy his ticket.
3. The board was broken over the lump of earth.

DICTIONARY EXERCISE.—Write the words in your new spellings for this week in three separate lists according as they have one syllable, two syllables, or three or more syllables.

SECOND WEEK

harvest	pleased	sailing	rise
understand	getting	hungry	finished
adding	ready	pocket	larger
township	treated	closed	island
spelling	dressed	pump	raining

DICTATION.—Write sentences using the following words. Write one sentence for each word.

dressed pocket getting harvest hungry

WORD BUILDING.—Make words by adding *ing* to each of the following words.

spell	add	rain	hang
sail	say	see	start
send	hunt	stay	lend

THIRD WEEK

shore	inches	hate	branch
blew	battle	bought	lace
press	everyone	sake	crossing
snap	railroad	gift	words
pole	stronger	printing	trunk

DICTATION.—

1. Everyone had a branch in his hand.
2. I bought the lace yesterday.
3. It is fifteen inches around the trunk of the tree.

FOURTH WEEK

besides	heavy	offer	growing
wed	rented	resting	learning
suit	history	skin	eighty
army	lean	teaching	shame
fruit	driven	rubber	trying

SUPPLEMENTARY WORDS.—Write the names of at least fifteen things that are used in the kitchen. Ask your teacher to spell for you any words which you do not know how to spell. Write all the words in the *Personal Spelling List* section of your Spelling Notebook, and learn them.

DICTIONARY EXERCISE.—Draw short lines under the vowels in the following words.

shore battle history trying rented shame

In which of these words is the letter *e* silent? Is the letter *y* a vowel in each of the words in which it occurs?

FIFTH WEEK

branches	awoke	helped	lovely
spending	delay	gloves	selling
point	heart	between	hearing
largest	size	sunset	person
ocean	running	remain	noise

DICTATION.—We live near the ocean. We like to sit on the largest branches of the trees and watch the sunset over the water. Sometimes, we can see the ships sailing near an island far out at sea. It is a lovely sight.

WORD EXERCISE.—Make as many words as you can, using the following letters. You may use each letter in a word as often as it is needed.

e t r n a b p c o g d

SIXTH WEEK

thousand	office	grain	return
faint	forward	learned	wonderful
world	covering	mean	content
rush	shine	stated	path
speaking	blowing	whatever	booklet

DICTATION.—

1. I saw him rush out of the office without speaking a word.
2. The snow makes a wonderful covering for the grass.
3. They are content to go forward along that path.

DICTIONARY EXERCISE.—Write all the new words for this and for last week together in alphabetical order. Write first all the words which begin with *a*; then those which begin with *b*; and so on to the end of the alphabet.

SEVENTH WEEK

mat	**deed**	**toe**	**unable**
wave	**enjoy**	**dream**	**passing**
twelve	**load**	**filled**	**pointed**
started	**driving**	**wished**	**rested**
young	**war**	**dresser**	**ugly**

WORD EXERCISE.—Write as many words as you can which have the following letters in them: *ou*, *ee*, *ea*.

WORD BUILDING.—When we use the words *horse*, *branch*, *pocket*, and *sleigh*, we think of only one of each. When we think of more than one of each of them, we use the plural forms *horses*, *branches*, *pockets*, and *sleighs*.

Write the plurals of the following words.

mile ticket inch glove noise

EIGHTH WEEK

rushing	**printed**	**truck**	**strange**
twice	**self**	**prove**	**walked**
wore	**lies**	**speaker**	**seventy**
edge	**cleared**	**worth**	**quick**
leather	**smaller**	**trusting**	**team**

DICTATION.—

1. Our team will prove its worth yet.
2. Our boys are smaller than those on the other team, but they are very quick.
3. It is strange that they lost twice to that team.

DICTIONARY EXERCISE.—Write in one list all the words of two syllables in your new and review spellings for this week. Which word has three syllables? Pronounce all of these words distinctly.

NINTH WEEK

heaven	swell	sickness	remove
charge	sixty	fail	soldier
filling	leading	hurry	thirteen
smile	phone	main	turkey
check	daughter	potatoes	mountain

DICTATION.—

1. The soldier's daughter was leading the way along the edge of the mountain.
2. They were filling the waggon with a load of sixty turkeys.
3. During his sickness he does not eat potatoes.

WORD BUILDING.—How do you form the plurals of *smile*, *phone*, *soldier*, and *turkey?* Note how you write the plural of *potato*.

TENTH WEEK

sale	awhile	mighty	reported
danced	health	surprise	weather
tore	otherwise	lazy	burn
dollar	enter	county	improve
voice	build	lighting	settle

SUPPLEMENTARY WORDS.—Write all the words which you can think of that you use in telling what the weather is like. Try to think of at least ten words. Learn to spell them.

WORD EXERCISE.—A word rhymes with another word when the two words end in the same sound, as *pay* and *say; right* and *bite.* Write as many words as you can that rhyme with each of the following: *sale*, *build*, *swell.*

ELEVENTH WEEK

animal	**nobody**	**camp**	**invite**
itself	**sure**	**keeping**	**removed**
outfit	**happen**	**pool**	**village**
wooden	**proved**	**woke**	**second**
grew	**thirty**	**folder**	**cleaning**

SUPPLEMENTARY WORDS.—

shadow candle tend stocking bathing lone

DICTIONARY EXERCISE.—Write together in alphabetical order all the new and review words for this week. Do this in the way told you in the exercise in the Sixth Week. Your review words for this week are those of the Eighth Week.

TWELFTH WEEK

failed	**glasses**	**eleven**	**changed**
lamp	**mostly**	**wonder**	**leaving**
rather	**tied**	**sixth**	**stories**
trace	**reached**	**mailing**	**wedding**
riding	**flesh**	**field**	**idle**

DICTATION.—The children like the animal stories which their teacher tells them. They are mostly real stories of animals that he has seen while riding through the fields and woods. He used to ride there every summer. While doing so, he never failed to carry a pair of field glasses tied to his belt.

WORD BUILDING.—How do you write the plurals of *lamp*, *field*, and *wedding?* Note how you write the plurals of *glass* and *story*. What letter was added to *wed* before *ing* was added? How many words can you think of which rhyme with *lamp*, and how many which rhyme with *tied?*

THIRTEENTH WEEK

farther	**repeat**	**shirt**	**member**
join	**sooner**	**forest**	**quickly**
share	**soldiers**	**front**	**laugh**
death	**bottle**	**honey**	**ashamed**
showed	**midnight**	**invited**	**understood**

DICTATION.—

1. The farther the soldiers go before midnight, the sooner they will arrive in the morning.
2. He will share the bottle of honey with you.
3. We understood that he was ashamed of himself.

SUPPLEMENTARY WORDS.—

pricked **kissed** **bench** **goose** **chart** **fort**

FOURTEENTH WEEK

nurse	**spread**	**kept**	**chain**
hoped	**leader**	**oats**	**dancing**
penny	**raised**	**ladies**	**crying**
nap	**sin**	**placed**	**granted**
packed	**doctor**	**rained**	**lumber**

WORD BUILDING.—Of what word is *ladies* the plural? To what word were the letters *ing* added to make the word *dancing?* Is the *e* at the end of *dance* sounded? What was done with it when *ing* was added? Spell the following words correctly when they end with *ing: ride, leave, give,* and *drive.* Do the same with *sell* and *hear.* You notice that words ending in silent *e* drop the *e* when *ing* is added.

STUDY HELPS.—Note the last two letters in *leader* and in *doctor.* Do they sound alike?

FIFTEENTH WEEK

anyhow	**played**	**opened**	**tried**
barrel	**uses**	**sample**	**marked**
grown	**nicer**	**unless**	**question**
former	**writing**	**knowing**	**shape**
steady	**company**	**hurt**	**contest**

SUPPLEMENTARY WORDS.—Write the names of at least fifteen articles that you and the members of your class would like for Christmas. Ask your teacher to spell any words which you do not know. Write them in the *Personal Spelling List* section of your Spelling Notebook.

WORD BUILDING.—Note the word *writing*. What was done with the silent *e* at the end of *write* when the word *writing* was formed? What words in your review list for this week were formed in the same way when the *ing* was added?

SIXTEENTH WEEK

blame	**simple**	**understanding**	**club**
fighting	**hardest**	**sudden**	**fixed**
everybody	**someone**	**lead**	**prices**
hotel	**thankful**	**cream**	**fresh**
order	**higher**	**remark**	**loving**

DICTATION.—Instead of sentences, this week your dictation consists of the following groups of words.

a clear understanding
twelve members of the club
a sudden change in prices
to repeat a remark
a thankful child

STUDY HELPS.—The word *lead* may be pronounced in two ways. When it is pronounced like *led*, what does it mean? What are the silent letters in *blame*, *simple*, *fighting?*

Review 4

SPECIAL MID-TERM REVIEW

1. Thirty new members joined the club in December of last year.

2. A boy raised some potatoes and oats in this field. He sold them for eleven dollars.

3. The doctors may order the sick soldier to be placed in the fresh air.

4. He is mailing the second sample today. I shall check it when it is opened to see that it is right.

5. Everybody here has tried to read his writing, and failed.

6. Are you sure that you understood the question?

7. The sooner it happens, the better.

8. Would it surprise you to learn that he is worth twice as much as you thought?

9. We should be very thankful for such weather in November.

10. That is a sample of the oats which he raised last year

SEVENTEENTH WEEK

bridge	**flame**	**merry**	**listen**
strongest	**named**	**tired**	**dare**
nicely	**wrote**	**anywhere**	**begun**
frozen	**smoking**	**owner**	**meeting**
handle	**gladly**	**waiting**	**slept**

DICTATION.—

1. He wrote me that they will build a bridge over the river.
2. Did you listen to what the owner of the store said at the meeting?
3. The lake is frozen now.

SUPPLEMENTARY WORDS.—

bitter **quart** **tested** **patch** **chop** **maple**

EIGHTEENTH WEEK

honest	**scare**	**wishes**	**silent**
middle	**beautiful**	**missing**	**brass**
range	**mailed**	**express**	**feel**
speed	**silly**	**stock**	**cheer**
empty	**torn**	**kitchen**	**lucky**

DICTATION.—

1. The picture has been missing since the middle of September.
2. The speaker wishes to express his thanks to the company.
3. The letter that I mailed was torn.

STUDY HELPS.—Write all the words in your new and review lists for this week which have double letters, like *dd* in *middle*. Say *d d* when you spell *middle*. Say every letter in every word when you spell it.

NINETEENTH WEEK

acting	fourth	moment	shoulder
holiday	learn	through	nearer
per	dated	won	iron
somewhere	fact	finish	caught
training	proud	music	intend

DICTATION.—Write sentences using the following words. Use any other words that you need.

1. Everybody glad holiday Christmas.
2. Dated fourth December letter.

SUPPLEMENTARY WORDS.—

bedroom carpet cabin afloat towel clothes

TWENTIETH WEEK

among	clouds	needed	raising
twenty-four	file	stuff	during
scout	split	weekly	laughed
instead	baseball	shortly	gallon
rank	lack	newspaper	anyway

DICTIONARY EXERCISE.—You know how to arrange words in alphabetical order when you look at the first letter only. But on your dictionary page (page 69) you find the words *loon*, *loom*, and *look* arranged in the order: *look*, *loom*, *loon*. Why is this? The first three letters in these words are the same. The fourth letters are *n*, *m*, and *k*. Which of these letters comes first in the alphabet? Yes, *k* does. Which comes second, and which third? Yes, the letter *m* comes second, and the letter *n* comes third. So we find that *look* is placed first in the dictionary, *loom* second, and *loon* third. Now arrange the following words in complete alphabetical order: *through*, *three*, *throw*, *thread*, *threw*, *throat*.

TWENTY-FIRST WEEK

beg	**lawn**	**wait**	**amount**
deliver	**greater**	**perhaps**	**calf**
rough	**rule**	**coats**	**family**
proper	**skirt**	**somewhat**	**study**
maid	**friend**	**welcome**	**centre**

DICTATION.—

1. The sale of the calf will bring him a small amount of money.
2. Perhaps our lawn is somewhat rough.

REVIEW.—Last week your review was Review 4. This week it is the words of the Seventeenth Week.

TWENTY-SECOND WEEK

owners	**cared**	**broad**	**trained**
nearest	**bigger**	**fought**	**wheel**
travel	**visit**	**boss**	**bother**
liked	**seal**	**enough**	**leaf**
falling	**struck**	**jaw**	**whenever**

DICTATION.—

1. He struck his jaw on the iron wheel.
2. Whenever I visit them, I feel very happy.
3. The board was broad enough to keep them from falling off.

DICTIONARY EXERCISE.—In your exercise two weeks ago you arranged words in complete alphabetical order when you thought of all the letters in the words. Arrange the following in exact alphabetical order, thinking again of all the letters.

scrap	scramble	scratch	scroll
scrape	scream	scrutiny	scripture
scrub	scrimp	script	screen

KEY TO PRONUNCIATION

Below are given the important marks used in the dictionary to show you how letters are pronounced. For example, ā is pronounced like a in fāte; ŏ is pronounced like o in nŏt.

ā, as in māke, āte, lāte'ly.
ȧ, as in sur'fȧce, dam'ȧge, sen'ȧte.
â, as in com pâre', râre, âir.
ă, as in făt, măn, săck.
ă, as in ăc count', ă bet'.
ä, as in mär, är'my, är'dour.
å, as in stånd, råft, åsk.
å, as in ide'å, ro tun'då.
ē, as in ēve, con' crēte.
ė, as in dė scend', ė vent'.
ĕ, as in tĕnt, pĕn, ĕnd.
ĕ, as in com' pli mĕnt, pay' mĕnt.
ẽ, as in ev'ẽr, hov'ẽr, think'ẽr.
ī, as in rīght, ī'dol.
ĭ, as in stĭck, pĭn, ĭn'to.
ō, as in ōld, ap prōach'.
ȯ, as in ȯ bey', pȯ ta'to.
ô, as in ôr'der, lôrd.
ŏ, as in slŏt, nŏt, rŏt.
ǒ, as in sǒft, flǒck, ǒff.
ŏ, as in cŏn fess, cŏn sid'er.
ū, as in ūse, pūre.
ů, as in ů nite', reg'ů late.
û, as in hûrl, ûrn.
ŭ, as in ŭp'per, rŭb.
ŭ, as in cir'cŭs.
ü, as in men'ü.
o͞o, as in bo͞ot, so͞on.
o͝o, as in go͝od, sto͝od, wo͝ol.

On the page opposite to this you will see what the pages of a dictionary look like. At first it may seem that it will not be easy to learn how to use a dictionary. However, if you try to learn only one thing at a time, you will find that it is not hard. What help may you secure from a dictionary? The following are a few examples of the service it may be to you.

1. You may learn from it how to spell a word if you know the first few letters of the word so that you can find it in the dictionary.

2. You may learn the meanings of words. Sometimes, also, in writing you do not wish to use the same word too often. The dictionary will tell you another word which means the same, or almost the same, as the word which you have used.

3. You may learn how to pronounce a word. Correct pronunciation means that we not only give the letters their proper sounds, but that in words of two or more syllables we accent the word upon the proper syllable.

In looking up words in the dictionary, it is important to be able to find them quickly. Otherwise you will waste much time. When you fully understand the use of the Guide Words at the top of each page in the dictionary, you should then be able to find any word at once.

YOUR DICTIONARY PAGE

LONG

long, (lŏng), *a.* far from end to end; lasting for much time; slow in coming or in passing; far-reaching; *adv.* through a great space; for much time; all over; *v.* (for) to desire earnestly.

longer, *a.* more long or extended.

longing, (lŏng'ĭng), *n.* an earnest desire; continual wish.

longitude, (lŏn'jĭ-tūd), *n.* distance of a place east or west of a fixed meridian (in Greenwich, Britain).

look, (lo͝ok), *v.* to turn the eye towards in order to see; to search for; *n.* appearance; view.

loom, (lo͞om), (1), *n.* a frame for weaving cloth.

loom, (2), *v.* to appear above, indistinctly or in the distance; to seem larger than the real size.

loon, (lo͞on), (1), *n.* a poor, base fellow.

loon, (2), *n.* a water-bird; the northern diver.

loose, (lo͞os), *a.* not fastened; not closely packed or fitted; *v.* to untie, release.

loosen, (lo͞os'n), *v.* to untie; to become loose.

loot, (lo͞ot), *n.* plunder; booty; *v.* to plunder.

lord, (lôrd), *n.* a master; tyrant; a ruler; a title given to noblemen, bishops, judges, and chief magistrates; a name of God or of Jesus Christ; *v.* to domineer; rule harshly.

LOW

lordly, (lôrd'lĭ), *a.* proud, haughty.

lore, (lōr), *n.* learning; instruction.

lose, (lo͞oz), *v.* to suffer loss; miss; let slip, not to win.

loss, (lŏs), *n.* something lost; waste; failure; defeat.

lot, (lŏt), *n.* a division or share; one's fortune; a portion marked off; a means of deciding by chance.

lotion, (lōshŭn), *n.* a medicinal wash.

loud, (loud), *a.* making a great sound; noisy.

loudly, (loud'lĭ), *adv.* with great noise.

lounge, (lounj), *v.* to spend time lazily; loiter; *n.* a place for lounging.

love, (lŭv), *v.* to regard with affection; *n.* a strong feeling towards another excited by beauty or whatever is pleasing.

lovely, (lŭv'lĭ), *a.* beautiful; worthy of being loved; delightful.

loving, (lŭv'ĭng), *a.* showing love; kind or tender.

low, (lō), (1), *v.* to bellow as an ox or cow; to moo.

low, (2), *a.* under the usual rate or value; poor in place, means, or health; *adv.* in a low place or condition.

TWENTY-THIRD WEEK

formed	suits	overlook	grow
lonesome	truth	cotton	answer
wanting	tease	gown	wrong
fancy	waited	wire	follow
breakfast	belt	button	base

SUPPLEMENTARY WORDS.—

wage joyful colt slipper rabbit grind

STUDY HELPS.—Note the two *t*'s in *cotton* and in *button*. Which letter is silent in *answer*, in *wrong?*

DICTIONARY EXERCISE.—Write the following words and draw a line under each vowel in them.

lonesome answer suits breakfast tease

Is *y* a vowel in the word *fancy?* Is it a vowel in the word *yet?*

TWENTY-FOURTH WEEK

careful	letting	quit	collar
brain	cottage	sew	float
lonely	building	clever	quarter
reply	heap	jar	break
steel	thus	Saturday	trade

DICTATION.—Father is building a cottage for us near our sister's home. It is very lonely where we are living now. We are able to see our friends only on Saturdays. Father is letting Fred finish the building, as he has not time to do so.

DICTIONARY EXERCISE.—Arrange the words of your new and review lists in complete alphabetical order.

STUDY HELPS.—Note carefully the double letters in your words for this week. What are the first two letters in *quit* and *quarter?*

TWENTY-FIFTH WEEK

mixed	**copy**	**quilt**	**square**
agent	**moving**	**tongue**	**following**
helpful	**drug**	**rid**	**quite**
twenty-five	**paid**	**speak**	**rising**
bushel	**seventh**	**either**	**strike**

DICTATION.—Write sentences using the following words.

tongue quite seventh either rising

SUPPLEMENTARY WORDS.—

crib	**skate**	**rod**	**plum**	**hers**

STUDY HELPS.—What letter follows *q* in the words *quilt* and *quite?* Find other words that begin with *q*. What is the second letter in these? Note the hyphen in *twenty-five*. Note, also, the first two letters in *either* and the last two letters in *tongue*.

TWENTY-SIXTH WEEK

organ	**gain**	**buttons**	**western**
rug	**tools**	**peace**	**trouble**
crazy	**dirty**	**ton**	**opening**
odd	**since**	**chance**	**bottom**
seem	**woman**	**coffee**	**hymn**

DICTIONARY EXERCISE.—Prepare as many small pieces of paper as there are words on your dictionary page. On each write one of these words. Mix them up. Without looking at the dictionary, rearrange the words in alphabetical order. Look at the dictionary page to see if your work is correct.

STUDY HELPS.—Note the spelling of *hymn*.

TWENTY-SEVENTH WEEK

tight	**buying**	**mild**	**fond**
anyone	**kindness**	**seemed**	**talked**
daddy	**powder**	**even**	**gas**
covered	**though**	**useless**	**loose**
mix	**favour**	**grant**	**velvet**

DICTIONARY GAME.—Your teacher will open a dictionary at a certain place, and will allow the members of the class to guess at what letter it is open. Remember that words commencing with the letter *a* are found at the beginning, words commencing with *l* and *m* in the middle, and words commencing with *z* at the end of the book. The pupil guessing nearest to the correct letter may open the dictionary the next time, and the other pupils will guess. Continue the game in this way.

TWENTY-EIGHTH WEEK

flood	**o'clock**	**joke**	**title**
sitting	**busy**	**sewing**	**ft.**
knock	**watched**	**worn**	**Thursday**
written	**classes**	**choose**	**homesick**
bare	**until**	**stayed**	**wherever**

DICTATION.—

1. The sewing classes stayed until five o'clock on Thursday.
2. Has he written the letter? He has been sitting in his office for a long time.
3. She was busy sewing her dress.

SPELLING HELPS.—Note the apostrophe in *o'clock*. *Ft.* is the abbreviation for *foot* or *feet*. What are the vowels in *busy?* What are the silent letters in *knock*, *written*, and *choose?*

TWENTY-NINTH WEEK

gray	**poem**	**plain**	**spoiled**
treat	**whole**	**smooth**	**changing**
sweetest	**owe**	**taught**	**truly**
act	**setting**	**women**	**vote**
hire	**chose**	**raise**	**idea**

DICTATION.—

Yours truly twenty-five bushels the whole poem
a clever idea either of the women to owe a dollar

DICTIONARY EXERCISE.—Copy on a piece of paper twenty words from your dictionary that commence with *dr*. Cut these words out of your paper, mix them up, and then rearrange them in strictly alphabetical order. Compare your list with the dictionary, and correct any errors that you may have made.

THIRTIETH WEEK

crowd	**blown**	**ribbon**	**guess**
gang	**suppose**	**quiet**	**listening**
skating	**engine**	**gathered**	**giant**
repair	**ought**	**cause**	**laying**
tear	**shed**	**piece**	**useful**

DICTATION.—The crowd has gone. It is quite quiet here again. Before, we could not hear the birds sing. Now, we listen to their happy song until the sun goes down. We ought to like the songs of the birds.

STUDY HELPS.—Pronounce *tear* in two ways. What does the word mean in each case? What are the last three letters in *useful?* Write at least six other words which you have learned to spell which end in *ful*. Note the spelling of *listening*.

THIRTY-FIRST WEEK

surely	cousin	tomorrow	sign
feeling	forty	programme	tickled
dearest	goal	folk	swimming
raw	grandma	placing	pieces
crop	picnic	least	canning

DICTATION.—

1. At least forty people from the city are coming to the picnic.
2. You are surely feeling better now.
3. I should like to go swimming tomorrow.

DICTIONARY EXERCISE.—Write the new words for this week in three lists according as they have one, two, or three syllables.

THIRTY-SECOND WEEK

already	passed	auto	Canada
cutting	towards	hoping	lose
grape	present	knocked	father's
hail	causes	tough	excuse
maybe	folks	sweater	avenue

DICTATION.—

1. We are proud to be living in Canada.
2. Do not lose your way when you turn off the avenue.
3. He is hoping to be able to drive his father's auto.

WORD BUILDING.—The following words are in the plural form. Write them in the singular form.

causes	pieces	suits	coats
ladies	glasses	stories	branches
women	children	classes	buttons

THIRTY-THIRD WEEK

awful	**tennis**	**author**	**screen**
seek	**Thanksgiving**	**thread**	**oftener**
vacation	**lined**	**bus**	**loss**
all right	**soul**	**lightning**	**Xmas.**
plus	**dropped**	**guessed**	**Wednesday**

DICTATION.—

1. Is it all right for him to take his vacation at Thanksgiving?
2. He played tennis on Wednesday.
3. The screen dropped down from the window above.

SUPPLEMENTARY WORDS.—

glee **scrap** **fir** **drilling** **creep**

STUDY HELPS.—Note that both the *d* and the second *e* in *Wednesday* are silent letters. Be careful with the spelling of *all right*.

THIRTY-FOURTH WEEK

Review 5

1. John's father gave him forty dollars. I hope that he will not lose it.

2. We had both a doctor and a nurse when Father was sick. The doctor was called after midnight, and came as quickly as he could. We feel that we can never thank them enough for all their kindness.

3. The woman was writing a story for the newspaper. That was what was keeping her so busy.

4. The girls in the class feel quite proud whenever they finish first.

5. The engine was sent by express.

THIRTY-FIFTH WEEK

Review 6

Each mark in the blanks stands for a letter. Fill in these missing letters, and learn to write the sentences.

1. He walked as th - - gh he were lame.
2. I shall be lones - me without my dearest fr - - nd.
3. The doctor ta - ked about the awful fire that he had seen.
4. A sweater is en - - gh to wear now.
5. I have a - ready wri - - en Mother that I passed.

THIRTY-SIXTH WEEK

Review 7

Valleyfield, P.Q.,
June 14, 1932.

Dear George,

I had a good time last February during my visit to your town and your school. The summer holidays will soon be here. I am writing to invite you and all the members of your class to come out into the country to our farm next Friday afternoon. The trees and grass are beautiful now.

Some of the class may want to go through the farm buildings to see the stock. Others, perhaps, would rather listen to some music in the house. We shall be able to have a good programme of games in which all the boys and girls may join.

Please answer soon.

Your friend,
Harry.

SUPPLEMENTARY WORDS

GRADE TWO

flock	damp	cane	bang
grab	hook	kite	lame
mist	nail	pail	rat
show	tag	wing	bend
bug	cart	dish	dug
fork	horn	leap	nest
pant	pet	pony	lick
slap	spin	tap	rang
boil	bump	crow	bent
drag	flow	hoop	doll
peanut	pork	rob	sow
hug	bind	duck	fox
tin	peas	pond	root
pup	tub	blot	dump
frog	peep	pot	pat

GRADE THREE

baked	coin	bale	deer
flake	hid	jail	lime
marching	paw	rage	shook
sliding	tame	spoil	vine
baker	cage	blade	cradle
dock	fireman	limp	bead
cooked	marched	peaches	raid
sack	shouted	tramp	shaking
rake	baking	cashed	sled
beam	crash	mule	shooting
pint	sleet	flash	beer

crush	drift	flew	hide
mask	peck	ripe	smell
swinging	trap	bled	slid
bonfire	spade	fixing	heel
bleed	crust	spool	broom
stormy	brushes	spoon	mate
stack	bundle	stable	steal
hung	steep	rolled	swam
part	sweep	robin	strap

GRADE FOUR

arose	bar	cheese	dirt
feast	geese	hiding	jumping
lion	pave	mess	oak
rack	sailor	tar	scrub
toss	wade	yarn	soak
ashes	berry	cloak	donkey
fried	hind	graded	shelf
loaf	mount	peal	roar
sock	tremble	stole	wipe
yell	blaze	cherry	froze
dive	growl	longing	pear
rude	scold	thanked	pinch
scream	vase	shark	hollow
skated	breast	clown	sky
dreaming	hood	muddy	spear
crack	dried	fry	plank
stake	tribe	steer	trim
wiped	drifted	cracker	potato
sunk	curl	puppy	wolf
wrap	curly	sunny	bride

APPENDIX I

HOW WORDS ARE FORMED

Vowels and consonants.—The twenty-six letters of the alphabet consist of vowels and consonants. The vowels are *a*, *e*, *i*, *o*, and *u*. The other letters, with the exception of *y*, are consonants. *Y* is a consonant only when it is the first letter of a word. It is a vowel whenever it occurs anywhere else. In the word "my" *y* is a vowel; in the word "yonder" it is a consonant.

Words consist of one or more syllables. In words of one syllable there is at least one vowel: s*e*nd, gr*ou*nd, b*oa*t.

In words of more than one syllable there is at least one vowel in each syllable: s*u*rpr*i*se, w*o*nderf*u*ll*y*, expla*i*n*i*ng.

Generally, the pronunciation of a word is the combination of the sound values of the consonants and vowels which make up that word. In some cases, however, there are letters in words which have no sound. These are called *silent letters:* co*m*e, *k*not, li*gh*t. In these words the letters in *italics* are silent letters.

The **root** of a word is the simplest form of the word: as, take, pay, place.

A **prefix** is one or more letters placed at the beginning of a root to change its meaning; as, *mis*take, *re*pay, *dis*place.

A **suffix** is one or more letters placed at the end of a word to change its meaning; as, take*n*, pay*ing*, place*s*.

A **derived word** is one which is derived from a root word by the use of a prefix or a suffix or both; as, *dia*meter, employ*ment*, *un*happi*ness*.

A **compound word** is one which is made up of two or more simple words. It may or may not be written with a hyphen; as, blackboard, son-in-law.

APPENDIX II

RULES FOR SPELLING

GENERAL

Below are a few of the most helpful rules for spelling. When uncertain as to the spelling of a word, it is sometimes useful to know a rule which covers the case. Rules with many exceptions are omitted.

1. Words ending in silent *e* usually drop the *e* before a suffix beginning with a vowel: choose, choosing; haste, hastily; approve, approval.

2. Words ending in silent *e* usually retain the *e* before a suffix beginning with a consonant: improve, improvement; complete, completely; waste, wasteful.

The words "argument", "acknowledgment", and "judgment" end with the suffix *ment* and are, therefore, exceptions to the rule just stated. The word "judgment", however, is sometimes spelled "judgement".

3. Words ending in *y* preceded by a consonant change *y* to *i* before a suffix of which *i* is not the initial letter: happy, happier; army, armies; reply, replying.

4. Words ending in *y* preceded by a vowel usually retain the *y* before a suffix: buy, buyer; enjoy, enjoyed; pray, praying.

5. Words of one syllable ending in a single consonant preceded by a single vowel usually double the final consonant before a suffix which begins with a vowel: ship, shipped; plan, planned.

6. Words of more than one syllable ending in a single consonant preceded by a single vowel and accented on the last syllable double the final consonant before a suffix begin-

ning with a vowel: occur, occurred; refer, referred; omit, omitted.

7. The following rhyme will help you to remember whether *e* precedes *i* or whether *i* precedes *e:*

I before *e*
Except after *c*
Or when used as *ā*
As in neighbour or weigh.

Exceptions.—Either, height, neither, leisure, seize.

PLURALS OF NOUNS

1. Most nouns add *s* to the singular form to make the plural form: dog, dogs; magazine, magazines.

2. Nouns which end in *s, x, sh,* or *ch* would be difficult to pronounce if an *s* were added. Most of such nouns, therefore, add *es* to form the plural: fox, foxes; witness, witnesses; sash, sashes; watch, watches.

Note.—A number of nouns that end in *o* also add *es:* potato, potatoes; hero, heroes. Others add only *s:* piano, pianos; auto, autos; radio, radios.

3. Some nouns ending in *f* or *fe* change *f* or *fe* to *v* and add *es:* knife, knives; half, halves; leaf, leaves.

4. Nouns ending in *y* after a consonant change *y* to *i* and add *es:* army, armies; city, cities.

5. Nouns ending in *y* after a vowel add *s:* turkey, turkeys; journey, journeys.

6. Some nouns form their plurals in irregular ways: child, children; man, men; woman, women.

POSSESSIVE FORMS

1. Singular nouns and plural nouns not ending in *s* form the possessive by adding an apostrophe and *s*: farmer, farmer's; men, men's.

2. Plural nouns ending in *s* form the possessive by adding an apostrophe only: boys, boys'; cities, cities'.

THE HYPHEN

Whether an expression is composed of independent words or of a compound word is determined by custom. A compound word may or may not be written with a hyphen. The tendency is towards its omission, writing the two words as one. The following rules will help you in the use of the hyphen:

1. The hyphen is used in compound numbers and in fractions: twenty-one, three-eighths.

2. The hyphen is used when the words "so" and "self" are used as prefixes: so-called, self-addressed.

3. The hyphen is used when two or more words are used together as an adjective before a noun: a never-to-be-forgotten day; a well-worth-while enterprise.

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